DOCUMENT RESUME

ED 334 151 SP 033 080

TITLE	Paraprofessional Training Manual.
INSTITUTION	Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 6.; Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 7.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	TAC-B-140
PUB DATE	90
CONTRACT	LC90086006
NOTE	23p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	American Indians; Elementary Secondary Education; Interprofessional Relationship; Limited English Speaking; School Community Relationship; Staff Development; Staff Meetings; *Supervision; *Teacher Aides; *Teacher Role; *Team Training
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1

ABSTRACT

This manual is designed to assist paraprofessionals and teachers in forming a strong instructional team dedicated to helping Chapter 1 students succeed in the regular school program. Paraprofessionals often arrive in Chapter 1 classrooms with little or inadequate training. In addition, Chapter 1 and regular classroom teachers working with teacher aides rarely have a clear notion of how best to use the paraprofessional's skills. In many cases, both the teacher and the paraprofessional must learn their respective roles, and how to work together, on the job. This manual contains two sections: (1) "Through the Teacher's Eyes" featuring suggestions for teachers working with paraprofessionals; and (2) "Through the Paraprofessional's Eyes" containing suggestions and guidelines for paraprofessionals working with teachers and Chapter 1 students. The manual emphasizes the role which the paraprofessional can play as a liason between the school and the community, especially with Native American students and students with limited English proficiency. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED334151

PARAPROFESSIONAL TRAINING MANUAL

Regions 6 & 7 R-TAC
Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
(800) 547-6339

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

The work reported was performed under Contract LC90086006 with the U.S. Department of Education. Opinions expressed in this report are those of the authors and do not necessarily reflect the position or policy of the U.S. Department of Education, Office of Planning, Budget and Evaluation.

INTRODUCTION

This manual is designed to assist paraprofessionals and teachers form a strong instructional team dedicated to helping Chapter 1 students succeed in the regular program. The manual does not pretend to address every issue and concern that paraprofessionals and teachers might encounter while working with Chapter 1 students, but it should serve as a framework for creating a strong partnership between paraprofessionals and teachers.

Unfortunately, paraprofessionals often arrive in Chapter 1 with little or inadequate training. At the same time, Chapter 1 and regular classroom teachers working with teacher aides rarely have a clear notion of how to best use the paraprofessional's skills. In many cases, both the teacher and the Chapter 1 paraprofessional must learn their respective roles–and how to work together–on the job.

The purpose of this manual is to help smooth over any potential rough spots a teacher and paraprofessional might experience as they develop into an instructional team.

The manual contains two sections:

- **Through the Teacher's Eyes:** featuring suggestions for teachers working with paraprofessionals
- **Through the Paraprofessional's Eyes:** containing suggestions and guidelines for paraprofessionals working with teachers and Chapter 1 students

Each section may either stand alone or be used in conjunction with the other.

THROUGH THE TEACHER'S EYES

HOW CAN A PARAPROFESSIONAL HELP?

At first glance, a paraprofessional in the classroom might appear to be more trouble than help. The addition of another adult in the classroom who needs supervision, support, guidance and a positive role may seem overwhelming. And if the paraprofessional is new to Chapter 1 or to education, then she or he may appear to be just one more burden for an already busy teacher.

With proper planning, though, a paraprofessional will provide tremendous benefits for Chapter 1 students and teachers alike.

BENEFITS OF A PARAPROFESSIONAL FOR CHAPTER 1 PROGRAMS

With guidance, a paraprofessional can:

- free the teacher to work more intensely with individual students
- provide another positive adult model
- help maintain classroom order and routines
- serve as a bridge to the community, which is a crucial role for schools with native populations
- be a powerful partner on an instructional team
- develop enrichment activities for students
- assist with creating an attractive learning environment
- expand the teacher's availability by sharing in appropriate clerical responsibilities

THE TEACHER AND PARAPROFESSIONAL: FIRST STEPS

Beginning the school year with a series of productive conferences can prevent simple misunderstandings from mushrooming into insurmountable problems. Clarifying the roles and responsibilities of the teacher and the paraprofessional *before* the students arrive for school, for example, will help avert unintentional mistakes by an aide. Even a simple courtesy–making the paraprofessional feel welcome by introducing him or her to the faculty–will go a long way toward encouraging the development of an instructional team.

In most cases it will be the responsibility of the teacher to contact the paraprofessional to arrange the first meeting. An informal sharing session is preferable to a formal conference where the teacher immediately assumes an authoritarian role. Paraprofessionals, especially ones new to the profession, are often uncertain of their skills. Encouraging a nurturing atmosphere of mutual support right from the start of the school year will pay dividends later.

During this first meeting it should prove useful to:

- ➞ Meet in a relaxed setting (avoid sitting behind the teacher's desk while the paraprofessional sits in a student chair).
- ➞ Bring an "icebreaker" or small token (a book or calendar, for example) symbolizing the hopes for the upcoming school year.
- ➞ Prepare a short list of the teacher's instructional strengths and weaknesses, pointing out areas where the paraprofessional can be of special value. Encourage the paraprofessional to do likewise at a future conference.
- ➞ Provide the paraprofessional with an area in the Chapter 1 classroom which will be her or his own: identify a file cabinet, or desk if available, or at least a section of the classroom which she or he can use as a working space.
- ➞ Encourage the paraprofessional to develop expectations and goals for himself/herself which they could bring to a future conference.
- ➞ Create an atmosphere where the paraprofessional feels comfortable asking questions and seeking advice.

At the end of this first informal meeting, a short tour of the school (if time permits) including introductions to the principal and other faculty members would be appropriate.

After the initial informal meeting, a second, more formal conference should occur. Although the topics discussed at this time will vary from school to school, clarifying as many of the issues listed below as possible should prove time well spent.

During the formal conference, time should be spent:

- defining the purpose of Chapter 1
- explaining how the purpose of Chapter 1 will affect the paraprofessional's role within the classroom *(remind the paraprofessional that Chapter 1-funded time is to be committed to Chapter 1 students)*
- outlining routine job expectations (promptness, dress code, check-in procedures, etc.)
- reviewing classroom routines
- presenting the long-range goals for Chapter 1 students (in general terms)
- walking the paraprofessional through a "typical" day
- providing the paraprofessional with a sample lesson plan
- establishing a regular meeting time, once a week, for example (see the "coaching sessions" section of this manual)
- asking (and assisting) the paraprofessional to develop professional goals
- discussing briefly the evaluation model or plan which will be used for the paraprofessional

---

BEST COPY AVAILABLE

The conclusion of the formal meeting would be a good to time to clarify the teacher's and paraprofessional's different roles. Use the table below as a general guideline.

Teacher and Paraprofessional Roles

Teacher	Paraprofessional
Is ***legally*** responsible for the instruction of Chapter 1 students.	Is responsible to the teacher for instructional guidance.
Responsible for providing quality instruction. Prepares or oversees lesson plans.	Carries out lesson plans. Adds creative ideas and suggestions as appropriate.
Supervises paraprofessional staff.	Works with the students, helps maintain discipline.
Maintains professional attitude.	Helps Chapter 1 by becoming a positive liaison to the community.

BEST COPY AVAILABLE

PARAPROFESSIONALS AND THE CHAPTER 1 CLASSROOM

In order to work smoothly and cooperatively, it is to the teacher's and paraprofessional's advantage to have a common understanding and acceptance of the following:

- The paraprofessional's purpose is working with and assisting the ***identified*** Chapter 1 students
- The paraprofessional may ***not*** perform any duties which require certification
- A clear understanding of the legal and ethical constraints which protect students, their families and other professionals is essential. Paraprofessionals must realize that they work for and within the school and have obligations to the educational community. Destructive criticism or gossip will undermine the effectiveness of Chapter 1.
- Student welfare and safety are the most important considerations for ***all*** school personnel, including paraprofessionals.
- Student supervision which is non-instructional in nature should conform to the guidelines found in the Chapter 1 policy manual. Although there is some flexibility in the use of Chapter 1 paraprofessionals for supervisory and clerical tasks, Chapter 1 paraprofessionals are in the classroom first and foremost to benefit and assist the identified Chapter 1 students.

Chapter 1 paraprofessionals can, within the limits established above, perform almost any instructional task or technique under the supervision of a teacher. It is to the teacher's advantage to encourage the paraprofessional to be creative and to assist in developing varied activities for Chapter 1 students.

THE TEACHER AND PARAPROFESSIONAL: COACHING SESSIONS

Regular meeting times should be established and maintained for the paraprofessional and teacher. These "coaching sessions" should be conducted in an atmosphere of mutual respect, with the paraprofessional and teacher recognizing that each partner on the Chapter 1 instructional team performs his or her job better because of the other's presence.

Topics selected for the regularly scheduled meetings will vary with the time of year and the changing needs of individual students. Procedures for parent conferences, for example, will be a top priority during those specific times when they occur and less so at others.

Suggested topics for regularly scheduled conferences:

- Student assessment and progress
- Lesson planning (long and short range)
- Teaching strategies and techniques
- Parent-teacher conferences
- Effective student management and/or behavioral techniques
- Accurate maintenance of student records, including current and cumulative data
- School-community events
- Objective observation skills
- Materials and resources necessary for instruction
- Community outreach activities
- Special needs of handicapped or limited English proficient students

During the meeting, the paraprofessional should be treated as much as possible as a co-worker rather than a subordinate. In addition, if it is possible or appropriate, the paraprofessional could benefit from observing other teachers and/or paraprofessionals who would serve as positive role models. Providing opportunities for such visitations will bolster the aide's sense of belonging and professionalism.

CHARACTERISTICS OF GOOD TEACHER/PARAPROFESSIONAL TEAMS

Although effective teacher and paraprofessional teams include people from many backgrounds and varying degrees of experience, most successful teams share the following characteristics:

- ☞ Cooperation and collaboration are the preferred work styles
- ☞ Roles are clearly defined and respected
- ☞ Conflicts are resolved swiftly and amicably
- ☞ Private, confidential conversations stay private, especially when they concern students
- ☞ Both partners are good listeners

BEST COPY AVAILABLE

QUALITIES OF A GOOD SUPERVISOR

This section, "Through the Teacher's Eyes," stresses teamwork and sustaining a co-worker or partner relationship between teacher and paraprofessional. In most school settings, however, the teacher is expected to supervise the paraprofessional at least informally, and in some cases, formally.

Developing good supervisory skills requires experience and is beyond the scope of this manual. Since some supervision will be required in most settings, however, the following characteristics of a good supervisor are worth reviewing.

Characteristics of a good supervisor:

Tact:	A good supervisor encourages paraprofessionals to perform tasks willingly, without coercion.
Fairness:	Good supervisors keep an open mind and listen well. They respect and follow regulations. They quickly acknowledge and praise a job done well and readily give credit to others.
Initiative:	A good supervisor has new ideas and understands how to move them forward. She or he obtains a superior's approval and explains any changes to paraprofessionals first, ensuring their understanding before shifting direction.
Thoroughness:	A good supervisor makes certain the job is completed, and that all instructional objectives are reached.
Common Sense:	An effective supervisor shows good judgment. He or she considers the impact of decisions and acts *after* reviewing facts.
Concern:	A good supervisor attends to the needs of paraprofessionals, and provides the support they need to perform their assigned tasks.
Knowledgeable:	A good supervisor has a thorough knowledge of sound instructional practices and is willing and eager to share his or her expertise.

THROUGH THE PARAPROFESSIONAL'S EYES

PARAPROFESSIONAL SKILLS AND JOB REQUIREMENTS

The skills and job qualifications expected of paraprofessionals will vary according to the nature of the Chapter 1 program and by individual district needs. At a minimum, paraprofessionals should be motivated to work with students and possess considerable patience. In addition, paraprofessionals should have a clear understanding that a job in a school, because it is part of the larger community, can be very demanding. Although incomplete, the chart below provides a short overview of standard on-the-job requirements for paraprofessionals in most school settings.

A paraprofessional can expect to be required to:

- ✓ arrive promptly at the Chapter 1 classroom and maintain a solid attendance record
- ✓ understand fully and accept school policies and regulations
- ✓ show initiative and enthusiasm while working with Chapter 1 students
- ✓ cooperate and collaborate with the supervising teacher
- ✓ be flexible and patient with administrators, co-workers, and students
- ✓ display appropriate role model-behavior for students in Chapter 1
- ✓ be trustworthy with confidential information

THE PARAPROFESSIONAL AND CHAPTER 1

In order to work together smoothly and cooperatively, it is to the paraprofessional's and teacher's advantage to have a common understanding on several important issues which affect the paraprofessional's role in Chapter 1:

- ☞ The paraprofessional's primary purpose is working with and assisting the ***identified*** Chapter 1 students.
- ☞ The paraprofessional ***should not*** be asked to take on instructional tasks which require certification.
- ☞ The paraprofessional should have a clear understanding of the legal and ethical constraints which protect students, their families and other professionals. Paraprofessionals work for and within the school and have obligations to the larger educational community.
- ☞ Student welfare and safety are the most important considerations for ***all*** school personnel, including Chapter 1 paraprofessionals.
- ☞ Student supervision which is non-instructional in nature should conform to the guidelines found in the Chapter 1 policy manual. Although there is some flexibility in the use of Chapter 1 paraprofessionals for supervisory and clerical tasks, Chapter 1 paraprofessionals are expected to work in ways which first and foremost benefit and assist the identified Chapter 1 students.

Chapter 1 paraprofessionals can, within the limits established above, perform almost any instructional activity so long as they recognize that all activities in the Chapter 1 classroom ultimately remain *under the supervision of a teacher*. Paraprofessionals are encouraged to be as creative as possible in the Chapter 1 classroom, but the ultimate responsibility and accountability for instruction remains with the teacher.

HOW CAN THE PARAPROFESSIONAL HELP CHAPTER 1 STUDENTS?

The possibilities for Chapter 1 paraprofessionals working with students are limitless. Paraprofessionals, whether operating under the guidance of a Chapter 1 or regular classroom teacher, have the common instructional goal of strengthening students' skills so they can succeed in the regular program. In many cases, paraprofessionals are the key to achieving that goal. They are able, because of small class sizes, to provide the extra support that a Chapter 1 student requires.

Since the instructional approaches used in the regular classroom have often been insufficient to ensure the success of the Chapter 1 student, the paraprofessional has the opportunity to try new approaches. Consider the brief list below of instructional or instruction-related activities as only a beginning.

To assist instruction in the Chapter 1 classroom, the paraprofessional can:

- Instruct small groups of students
- Listen to students read
- Administer teacher-made tests
- Tutor groups of students
- Evaluate pupils' work following the class guidelines
- Provide assistance to students on directions in instructional materials
- Assign homework or extended work
- Develop long-term projects
- Arrange displays for interest centers
- Assist students with classwork
- Help coordinate instruction with the regular program
- Prepare students for the regular classroom *(pre-teaching in support of the regular classroom)*
- Assist in developing English vocabulary for limited English proficient students
- Alert the teacher to special needs of individual students
- Review or grade homework
- Organize student folders

THE CHAPTER 1 PARAPROFESSIONAL AND THE COMMUNITY

An often overlooked but crucial role for a Chapter 1 paraprofessionals is serving as a link to the community. Paraprofessionals are frequently long-term community members and can help foster a sense of partnership between the school and the community.

This role carries additional importance in communities with a large percentage of limited English proficient or Native American children. A positive, supportive paraprofessional will go a long way in making the Chapter 1 program a success in those communities.

To help the school successfully work within the community, the paraprofessional can:

- Encourage Native American students to attend Chapter 1 regularly
- Serve on community-school advisory groups
- Make visits to homes to encourage regular attendance in Chapter 1
- Accompany teachers or other school staff on home visits
- Interpret local native customs for school staff
- Assist teachers in preparing for parent-teacher interviews
- Arrange for home visits for Chapter 1 teachers
- Encourage parents to attend school board meetings

With limited English proficient students who are also eligible for Chapter 1, the paraprofessional can:

- Interpret Chapter 1 policies to non-English speaking parents
- Make cultural visual aides (i.e. posters, drawings, paintings)
- Read to students in their home language
- Provide written home language translations for school messages to students' homes
- Translate for counselors and other school staff as needed
- Help translate test results for parents
- Translate for parent-teacher interviews
- Speak students' home language (as needed) with students

THE PARAPROFESSIONAL AND THE TEACHER

The paraprofessional and the teacher will be better able to work as an instructional team if both understand each other's roles and expectations. Since the teacher is ultimately accountable for all instructional activities in the Chapter 1 classroom, the responsibility lies with the teacher to carefully explain procedures and daily operation of the Chapter 1 program.

The following set of issues and questions is organized so that the paraprofessional can gain a better understanding of the teacher's approach to Chapter 1 students. The paraprofessional should request information from the teacher on the issues listed below (and on other topics which will arise) until they feel comfortable with the philosophy and approach of the Chapter 1 program. One meeting and one set of questions will prove insufficient for creating a polished instructional team, but the list is an excellent starting point for developing understanding between the paraprofessional and the teacher.

Expectations of the teacher for the paraprofessional:

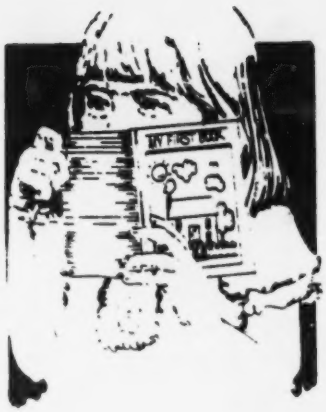
- ✓ What is the paraprofessional expected to accomplish in the Chapter 1 program?
- ✓ What will a "typical day" be like?
- ✓ What should the paraprofessional always do? Avoid or never do?

Teaching procedures and instructional techniques:

- ✓ What instructional approaches work best with the Chapter 1 students?
- ✓ What does the paraprofessional try if nothing seems to work?

Instructional content:

- ✓ What are the long-range instructional goals for Chapter 1 students?
- ✓ What are the short-range instructional goals?
- ✓ How much progress should the paraprofessional expect from students over time?



Teaching materials:

- ✓ What books, materials and resources will be used?
- ✓ Where are materials stored?
- ✓ In what order will they be used?

Discipline strategies:

- ✓ When students are uncooperative, what should happen?
- ✓ What works best for managing Chapter 1 students?

Chapter 1 classroom organization and rules:

- ✓ How is the classroom organized?
- ✓ What are the rules that the paraprofessional should support?

Consider the following chart as a guide for developing a good relationship between a paraprofessional and a Chapter 1 or regular classroom teacher:

Do	***Don't***
Be responsible. Arrive on time every day. If you must miss work, inform your principal or supervisor as far in advance as possible.	Discuss students with anyone outside the program. Never gossip about students or their families.
Respect the confidentiality of students and school personnel.	Criticize the school or faculty. Remember that you also a part of the staff. If a problem or concern arises, follow the proper procedures for resolving it.
Dress and speak appropriately.	Get involved in school "politics."
Become familiar with and follow school rules. Maintain a positive attitude toward the school, its staff and the students.	Be negative toward or disinterested in school functions and activities.

THE PARAPROFESSIONAL AND CHAPTER 1 STUDENTS

One of the advantages of working as a Chapter 1 paraprofessional is the opportunity to provide Chapter 1 students with positive learning experiences. The paraprofessional can improve the self-confidence of a struggling student with the appropriate use of praise or encouraging comments. The two column set of positive phrases on this page and the next page is a useful resource for encouraging or rewarding Chapter 1 students.

You're on the right track now.
You're doing a good job.
SUPER!
You did a lot of work today.
FANTASTIC!
You did it that time.
Very impressive.
That's right.
GREAT!
Now you have the hang of it.
You're really going to town.
You're doing fine.
You're making such progress.
FINE!
Good job.
That's coming along nicely.
Nice going.
That's great.
TERRIFIC!
I like that.
You figured that out fast.
That's the way.
Good for you.
INCREDIBLE!
Good work.
You outdid yourself today.
That's good.
You certainly did well today.
You've got it made.

I'm very proud of you.
Hey, you're practically done.
Right on.
That's better than ever.
You're really learning a lot.
That's quite an improvement.
SENSATIONAL!
Well, look at you go.
That's it.
I think you've got it now.
That was first-class work.
You really make my job fun.
You remembered.
AWESOME!
Well-done.
You must have been practicing.
That's fantastic.
You haven't missed a thing.
That's beautiful work.
WONDERFUL!
Keep it up.
That's really nice.
Good thinking.
Congratulations, you got (#?) right.
That's much better.
Keep up the good work.
SUPERB!
Good for you.
That looks great.

I've never seen it done better.
You make it look easy.
EXCEPTIONAL!
You're doing beautifully.
Keep working on it; you're getting better.
I knew you could do it.
EXCELLENT!
You're getting better every day.
Way to go.
That's perfect.
You're really working hard today.
That's the way to do it.
Keep on trying.
You're learning fast.
MARVELOUS!
I'm happy to see you working like that.
That's the best you've ever done.
Couldn't have done better myself.
You've just about got it.
Nothing can stop you now.
You're very good at that.
You're doing much better today.
I'm proud of the way you worked today.
That's the right way to do it.
PERFECT!
That kind of work makes me very happy.
You've got you're brain in gear today.
OUTSTANDING!
One more time and you'll have it.
It's a pleasure to teach when you work like that.
Now you've figured it out.
TREMENDOUS!
Now that's what I call a fine job.
You've just about mastered that.
CONGRATULATIONS!
You did that very well.
You've really improved.

The following set of supportive comments are grouped in different categories based on their intent:

Comments which encourage students to try more:

"Let's see if you can beat the record you set yesterday."
"I'll be back in a minute to see how you're doing."
"We'll come back to it later to see if you remember."

Comments which reassure students:

"I'll bet you can learn them."
"You're really a fast learner."
"You're fun to teach."

Good examples make learning interesting and meaningful:

"Suppose you made five home runs everyday for four days, how many home runs would you have made?"
"If you got $5.00 for your birthday and your grandmother said, `I'll give you three times that much, how much money would your grandmother give you?'"

Provide the learner with successful experiences:

"Let's count how many new math problems you've learned."
"You see you got them all right."
"Your spelling is correct but be careful your `9s' don't look like `6s'."
"Your math papers are so easy to read."

Use extrinsic motivation when the learner has no intrinsic motivation to accomplish a particular task.

"Your dad will be surprised to find you know all this."
"Finish it so you can be one of the first out to recess."

Additional Motivational Phrases:

"I'll help you with the first part and then I'll come back to see how you're doing."
"As soon as you finish, you may go out for recess."
"I saw what a good job you did in math yesterday, I know you will do well again, today."
"Good for you, I couldn't catch you on that page. Look at this next page and I'll bet I still won't be able to catch you on any problems."
"You will need to listen carefully when I read this story so when I finish you will know the answer to some questions."
"You have done such a good job, let's put your paper on the bulletin board."
"I am writing "good thinking" on this paper because you have done so well."
"Let's show this paper to your teacher so she can see how hard you worked, that's why you got all the answers correct."

Comments which discourage students from trying more:

"If you don't get them all right you'll have to stay after school."
"This is the last chance you'll have for help."
"Your whole grade depends on this."

Poor examples distract the learner because they think more about the example than the learning:

"Suppose three monsters came in your room every night..."
"Suppose you got three times $5.00 from your grandmother, what are all the things you'd like to buy?"
"I'll time you with this stopwatch. Have you ever seen a stopwatch work?"

Don't make the task so hard the student can't possibly accomplish it (or so easy the student doesn't have to try):

"I know you've never done one this hard but try to figure it out."
"You always get these right. Let's do them again."

Avoid general information.

"That's o.k."
"It's a 'B' paper."
"I put a check on your paper to show you I've seen it."

Don't negotiate or bribe to get a child to learn:

"If you do this, I will..."
Negotiation tempts the learner to evaluate whether the reward is worth it to put forth the effort.
"Finish this so you can..."
Comment makes it clear the job is to be done but there will be pleasant consequences.
"I'll work with you during free choice time and see what's giving you trouble with your spelling."
"You need to show that you can do this page without any more help."
"You need to do these problems by yourself and then check with me so I know you've learned how."
"If you waste time now, you'll need to finish during your playtime."

Adapted with permission from Long Beach Unified School District, Long Beach, California.

BIBLIOGRAPHY

Annis, Les, Gail Caplan, et al. *Aide Training Manual for ECIA Chapter 1, SCE and School Improvement Programs*. Long Beach, California, 1986.

California State Department of Education, Office of Bilingual Bicultural Education. *Bilingual-Crosscultural Teacher Aides: A Resource Guide*. Washington, D.C.: Office of Bilingual Education and Minority Languages Affairs (ED), 1984.

Cobb, Jr., Herman. "Assessing the Role of Paraprofessionals", *Ers Spectrum*, Vol. II, No. 1, Winter, 1984

Hiatt, Diana Buell. *The Effect of Teacher Aides in Primary Classrooms*, Paper presented for American Educational Research Association's Annual Meeting, Toronto, Canada, 1978.

Hunter, Madeline and Sally Breit. *Aide-ing in Education*. El Segundo, California: TIP Publications, 1979.

Kelly, Phyllis E. *Guidelines for the Training, Utilization, & Supervision of Paraprofessionals & Aides*. Topeka, Kansas: Kansas State Department of Education, 1977.

Mark, Jorie Lester. *Paraprofessionals in Education*. New York, New York: Bank Street College of Education, 1975.

Pickett, Anna Lou. *A Training Program to Prepare Teachers to Supervise and Work More Effectively with Paraprofessional Personnel*. New York, New York: National Resource Center for Paraprofessionals in Special Education and Related Services, 1986.

Steckelberg, Allen and Stanley F. Vasa. *Preservice and Inservice Training Program to Prepare Teachers to Supervise and Work More Effectively with Paraprofessional Personnel*. Paper presented at the Annual Convention of the Council for Exceptional Children, Washington D.C., 1988.

Streitberger, Connie. *Great Schools have Great Volunteers--A Handbook for Volunteers and Teachers*. Beaverton, Oregon: Beaverton School District 48, 1990.